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ABSTRACT

The Dictionary of Occupational Titles (DOT) contains information on more than 35,000 occupations in the United States. Volume I of the publication contains the names and definitions of more than 35,000 jobs, including information on what gets done, how it gets done, and why it gets done. The definitions also provide information on aptitudes, interests, and temperaments required for the job, and information on the extent to which the worker is involved with information, instructions, people, animals, and inanimate objects. Volume II contains two sections and four appendixes. It groups occupations into categories and explains the numerical codes used. This workbook provides a map to the third edition of the DOT, designed to help students use the reference. Emphasis is on using the publication to obtain information about various jobs without the burden of learning how the DOT is structured. The workbook is divided into two sections. In each section students are asked to look up information and write down a response. The workbook is arranged in such a way that students may work independently and at their own pace. It is appropriate for use at both the high school and early college levels. (KC)

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EXAMINING POSSIBLE JOBS
WITH
THE DICTIONARY OF OCCUPATIONAL TITLES
(D.O.T.)

by

Linda Bowman, Ph.D.

for use with:
D.O.T., third edition
volumes 1 and 2.

U.S. DEPARTMENT OF EDUCATION
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TO THE TEACHER

The Dictionary of Occupational Titles (D.O.T.) was developed by the U.S. Employment Service. It is the result of interviews with hundreds of workers throughout American. The D.O.T. contains information on over 35,000 occupations in the United States. Every government position and its civilian counterpart(s) are discussed in this two volume set.

Volume I contains the names and definitions of over 35,000 jobs. Each definition includes information on what gets done, how it gets done and why it gets done. The definitions also provide information on aptitudes, interests and temperaments required for the job. Information on to what extent the worker is involved with information, instructions, people, animals and inanimate object is implied and/or directly stated.

Volume II contains two sections and four appendixes. In the first section occupations are grouped into nine general categories. These categories are based on the materials used, products developed, subject matter dealt with and/or services rendered for each job. In the second section jobs are categorized according to the type of work performed. This second section is concerned with the levels of complexity a worker in each job deals with data (information and/or instructions), people (people and/or animals) and things (inanimate objects). The Appendixes explain the numerical codes used in Section I and Section II.

At first glance, the two volume D.O.T. appears to be a overwhelming and confusing maze of information. However, when a map through this maze can be provided, the amount of information accessible is immense. This workbook provides such a map. It is designed to "walk the student through" the D.O.T. The emphasis is on using the D.O.T. to obtain information about various jobs without the burden of learning how the D.O.T. is structured.

The workbook is divided into two sections. In each section the student is ask to look up information and write down his/her response. The workbook is arranged in such a way that each student may work independently and, if desired, at his/her own pace. It is appropriate for use at both the high school and early college level.

TO THE STUDENT

This workbook is designed to help you learn more about the interests, skills and abilities needed for those jobs which interest you. It does so by helping you to use the Dictionary of Occupational Titles (D.O.T.), a government publication which lists almost every job in the United States. For each job the D.O.T. can tell you what people holding such a job do, where they work, and why the work is important. The D.O.T. can also tell you how much time and energy a person in each job spends working with information, instructions, people, animals and things.

The more time you spend thinking about each question in this workbook, the more you will benefit from doing this assignment. The more you reflect on how much you would like each part of the specific job, the easier it will be for you to plan what you want to do with your life.

GENERAL EXPLORATION

POSSIBLE OCCUPATIONS

List four occupations which interest you:

1._____

2._____

3._____

4._____

Volume I of the D.O.T. contains a brief discussion of over 35,000 jobs; the jobs are listed in alphabetical order. Each job is given a six digit code; this code is listed after the job title.

Using Volume 1 of the D.O.T. look up each occupation you listed on the previous page. Use this information to complete Table 1 on

TABLE 1

Occupation	Six digit numerical code	A brief description of the job.*
1.		
2.		
3.		
4.		

* In your own words summarize what is written about the job.

ABOUT THE D.O.T. NUMERICAL CODES

Each occupation in the D.O.T. has a six digit code. We will study only the last three numbers in this code.

The fourth digit (the digit in the tenths place) provides information on how much this job involves working with facts and figures; this is called the "data code".

The fifth digit (the digit in the hundredths place) provides information on how much this job involves working with people; this is called the "people code".

The sixth digit (the digit in the thousandth place) provides information on how much this job involves working with things; this is called the "thing code".

Table 2 summarizes what each digit means. Pages 649 and 650 of D.O.T. Volume II explain the meaning for each term used in Table 2; more about this later. For now it is enough to note that the lower the number, the more difficult and complex the work required.

TABLE 2

DATA (4th digit)	PEOPLE (5th digit)	THINGS (6th digit)
0 synthesizing	0 mentoring	0 setting-up
1 coordinating	1 negotiating	1 precision working
2 analyzing	2 instructing	2 operating-controlling
3 compiling	3 supervising	3 driving-operating
4 computing	4 diverting	4 manipulating
5 copying	5 persuading	5 tending
6 comparing	6 speaking-signaling	6 feeding-offbearing
7 not important	7 serving	7 handling
8 not important	8 not important	8 not important

YOUR "DATA CODE"

Using the fourth digit found in Table 1 of this workbook complete the following:

My most common "data code" is _____.

My "data codes" range from ___ to ___.

There is (circle one)

no
a little
some
much

variation in my "data codes".

This tell me the following about how much variety I like:

_____

_____

My most common "data code" refers to the level called

_____

Using page 649 in D.O.T. Volume 2 complete the following:

Occupations which a data code like my most common data code require information be used in the following way:

_____

_____

In my own words this means the following: _____

_____

_____

Here is why would or would not like this type of work:

_____

_____

_____.

YOUR "PEOPLE CODE"

Using the fifth digit found in Table 1 of this workbook complete the following:

My most common "people code" is _____.

My "people codes" range from ___ to ___.

There is (circle one)

no
a little
some
much

variation in my "people codes".

This tell me the following about how much variety I like:

_____

_____

My most common "people code" refers to the level called

_____

Using page 649 in D.O.T. Volume 2 complete the following:

Occupations which a people code like my most common people code require information be used in the following way:

_____

_____

In my own words this means the following: _____

_____

_____

Here is why would or would not like this type of work:

_____

_____

_____.

YOUR "THING CODE"

Using the sixth digit found in Table 1 of this workbook complete the following:

My most common "thing code" is _____.

My "thing codes" range from ___ to ___.

There is (circle one)

no
a little
some
much

variation in my "thing codes".

This tell me the following about how much variety I like:

_____

_____

My most common "thing code" refers to the level called

_____

Using page 649 in D.O.T. Volume 2 complete the following:

Occupations which a thing code like my most common thing code require information be used in the following way:

_____

_____

In my own words this means the following: _____

_____

_____

Here is why would or would not like this type of work:

_____

_____

_____.

SUMMARY

From what you have just learned, complete the following:

My "data code" suggests:

_____

_____

My "people code" suggests:

_____

_____

My "things code" suggests:

_____

_____

This information suggests that I would like the following two jobs:

_____

_____

.GETTING MORE SPECIFIC

NARROWING DOWN POSSIBLE OCCUPATIONS

Choose two of the occupations you listed on page four choose two to examine in more detail. List them below.

Occupation	Six digit code
1.	
2.	

Briefly discuss why you choose these two:

THE FIRST OCCUPATION

Using the last three digits (the data code, people code and things code) of this occupations six digit code and page 215-216 of the D.O.T. Volume II complete the following:

The "data/people/things code" for this occupation is called _____ and is discussed on page _____ of the D.O.T. Volume 2.

Turn to the D.O.T. Volume 2 page which discusses this code. Read the information and complete the following:

To do well at this job I need to be good at the following:

_____

_____

_____.

Clues that I have the needed skills can be found in the following:

_____

_____

_____.

I (circle one)

do

do not

have these skills.

Here is how I can improve my skills in this area:

_____

_____

_____

The "RELATED CLASSIFICATIONS" section lists occupations which are like but not identical to the job you are exploring. Some students may find they are actually more interested in an occupation which is listed in this section than they are in the job they originally listed. You may wish to look at one or more of these jobs later.

List any "related classifications" which you interest you:

_____

_____

Copy the "QUALIFICATIONS PROFILE" into the space below. Circle those letters and numbers which the D.O.T. has printed in boldface type.

QUALIFICATIONS PROFILE

GED:_____

SVP:_____

Apt:	G V N	S P Q	K F M	E C
	_____	_____	_____	_____
	_____	_____	_____	_____

Int:_____

Temp:_____

Phys. Dem:_____

Using pages 652 - 656 of D.O.T. Volume II and the "QUALIFICATIONS PROFILE" you just copied complete the following:

(The "GED" section is found at the top of page 652.)

The "GED" number for this job are:_____.

This means that a person interested in such a job should have the following school related skills:

_____

_____

_____

I (circle one)

do

do not

have these skills.

Here is how I can improve my skills in this area:

_____

_____

_____

(The "SVP" is found at the bottom of page 652 and the tope of page 653.)

The "SVP" numbers for this job are:_____.

This means that the amount of time spent in vocational training before obtaining such a job is:

_____.

This is (circle one)

less than
equal to
more than

the amount I am willing to complete.

(The "Apt." section is found on page 652. In this section 11 aptitudes are listed. This list is followed by an explanation of the numerical codes used)

The "G" number for this job is:_____.

This means that most individuals who succeed in this occupation have a general learning ability which is at the following level:

_____.

This is (circle one)

less than

equal to

more than

my abilities in this area.

The "V" number for this job is:_____.

This means that most individuals who succeed in this occupation have verbal abilities which are at the following level:

_____.

This is (circle one)

less than

equal to

more than

my abilities in this area.

The "N" number for this job is:_____,_____.

This means that most individuals who succeed in this occupation are able to add, subtract, multiply and divide quickly and accurately at at the following level:

_____.

This is (circle one)

less than
equal to
more than

my abilities in this area.

The "S" number for this job is:_____.

This means that most individuals who succeed in this occupation have spatial abilities are at the following level:

_____.

This is (circle one)

less than

equal to

more than

my abilities in this area.

The "P" number for this job is:_____.

This means that most individuals who succeed in this occupation are able to pick out small details in shapes and shadings at the following level:

_____.

This is (circle one)

less than

equal to

more than my abilities in this area.

The "Q" number for this job is:_____.

This means that most individuals who succeed in this occupation are able to accurately copy and proofread at the following level:

_____.

This is (circle one)

less than
equal to
more than

my abilities in this area.

The "K" number for this job is:_____.

This means that most individuals who succeed in this occupation have motor coordination which could be rated at the following level:

_____.

This is (circle one)

less than

equal to

more than

my abilities in this area.

The "F" numbers for this job are:_____.

This means that most individuals who succeed in this occupation are able to more their fingers quickly and accurately in such a way that this skill could be rated at the following level:

_____.

This is (circle one)

less than

equal to

more than my abilities in this area.

The "M" numbers for this job are:_____.

This means that most individuals who succeed in this occupation are able to move their hands quickly and accurately in such a way that this skill could be rated at the following level:

_____.

This is (circle one)

less than
equal to
more than

my abilities in this area.

The "E" number for this job is:_____.

This means that most individuals who succeed in this occupation have eye-hand-foot coordination at the following level:

_____.

This is (circle one)

less than

equal to

more than

my abilities in this area.

The "C" number for this job is:_____.

This means that most individuals who succeed in this occupation are able to recognize similarities and differences in colors in such a way that this skill could be rated at the following level:

_____.

This is (circle one)

less than

equal to

more than

my abilities in this area.

Those aptitudes which are circled on my the "QUALIFICATIONS PROFILE" are:

_____

_____

These are skills and abilities which are very important in this occupation. Are your skills in these areas strong enough for you to do well at this job? _____.

If you are weak in certain important areas, is there a way you can improve these skills?_____

_____

(The "Int" section is found on page 654.)

The "Int" numbers for this job are:_____.

Discuss how your interests are similar and different from those required for this job.

_____

_____

_____

_____.

(The "Temp" section is also found on page 654)

The "Temp" numbers for this job are:_____.

Discuss how you are similar and different from these temperaments:

_____

_____

(The "Phys. Dem" section is found on pages 654 - 655.)

The "Phys. Dem" numbers for this job are:_____.

This means that this occupation has the following physical demands:

_____

_____

_____.

Can you meet these physical requirements? _____

SUMMARY

What have you learned about this job?

_____

_____

_____.

Is this a job you would do well in?

_____

Are you still interested in job? Why or why not.

_____

_____

_____.

Do you plan to learn more about any of the "related occupations" you listed on page 24 of this workbook?

_____

THE SECOND OCCUPATION

Using the last three digits (the data code, people code and things code) of this occupations six digit code and page 215-216 of the D.O.T. Volume II complete the following:

The "data/people/things code" for this occupation is called _____ and is discussed on page _____ of the D.O.T. Volume 2.

Turn to the D.O.T. Volume 2 page which discusses this code. Read the information and complete the following:

To do well at this job I need to be good at the following:

_____

_____

_____.

Clues that I have the needed skills can be found in the following:

_____

_____

_____.

I (circle one)

do

do not

have these skills.

Here is how I can improve my skills in this area:

_____

_____

_____

The "RELATED CLASSIFICATIONS" section lists occupations which are like but not identical to the job you are exploring. Some students may find they are actually more interested in an occupation which is listed in this section than they are in the job they originally listed. You may wish to look at one or more of these jobs later.

List any "related classifications" which you interest you:

_____

_____

Copy the "QUALIFICATIONS PROFILE" into the space below. Circle those letters and numbers which the D.O.T. has printed in boldface type.

QUALIFICATIONS PROFILE

GED: _____

SVP: _____

Apt:	G V N	S P Q	K F M	E C

Int: _____

Temp: _____

Phys. Dem: _____

Using pages 652 - 656 of D.O.T. Volume II and the "QUALIFICATIONS PROFILE" you just copied complete the following:

(The "GED" section is found at the top of page 652.)

The "GED" number for this job are:_____.

This means that a person interested in such a job should have the following school related skills:

_____

_____

_____

I (circle one)

do

do not

have these skills.

Here is how I can improve my skills in this area:

_____

_____

_____

(The "SVP" is found at the bottom of page 652 and the tope of page 653.)

The "SVP" numbers for this job are:_____.

This means that the amount of time spent in vocational training before obtaining such a job is:

_____.

This is (circle one)

less than
equal to
more than

the amount I am willing to complete.

(The "Apt." section is found on page 652. In this section 11 aptitudes are listed. This list is followed by an explanation of the numerical codes used)

The "G" number for this job is:_____.

This means that most individuals who succeed in this occupation have a general learning ability which is at the following level:

_____.

This is (circle one)

less than

equal to

more than

my abilities in this area.

The "V" number for this job is:_____.

This means that most individuals who succeed in this occupation have verbal abilities which are at the following level:

_____.

This is (circle one)

less than

equal to

more than

my abilities in this area.

The "N" number for this job is:_____.

This means that most individuals who succeed in this occupation are able to add, subtract, multiply and divide quickly and accurately at at the following level:

_____.

This is (circle one)

less than
equal to
more than

my abilities in this area.

The "S" number for this job is:_____.

This means that most individuals who succeed in this occupation have spatial abilities are at the following level:

_____.

This is (circle one)

less than

equal to

more than

my abilities in this area.

The "P" number for this job is:_____.

This means that most individuals who succeed in this occupation are able to pick out small details in shapes and shadings at the following level:

_____.

This is (circle one)

less than

equal to

more than my abilities in this area.

The "Q" number for this job is:_____.

This means that most individuals who succeed in this occupation are able to accurately copy and proofread at the following level:

_____.

This is (circle one)

less than
equal to
more than

my abilities in this area.

The "K" number for this job is:_____.

This means that most individuals who succeed in this occupation have motor coordination which could be rated at the following level:

_____.

This is (circle one)

less than
equal to
more than

my abilities in this area.

The "F" numbers for this job are:_____.

This means that most individuals who succeed in this occupation are able to more their fingers quickly and accurately in such a way that this skill could be rated at the following level:

_____.

This is (circle one)

less than
equal to
more than my abilities in this area.

The "M" numbers for this job are:_____.

This means that most individuals who succeed in this occupation are able to move their hands quickly and accurately in such a way that this skill could be rated at the following level:

_____.

This is (circle one)

less than
equal to
more than

my abilities in this area.

The "E" number for this job is:_____.

This means that most individuals who succeed in this occupation have eye-hand-foot coordination at the following level:

_____.

This is (circle one)

less than

equal to

more than

my abilities in this area.

The "C" number for this job is:_____.

This means that most individuals who succeed in this occupation are able to recognize similarities and differences in colors in such a way that this skill could be rated at the following level:

_____.

This is (circle one)

less than

equal to

more than

my abilities in this area.

Those aptitudes which are circled on my the "QUALIFICATIONS PROFILE" are:

_____

_____

These are skills and abilities which are very important in this occupation. Are your skills in these areas strong enough for you to do well at this job? _____.

If you are weak in certain important areas, is there a way you can improve these skills?_____

_____

(The "Int" section is found on page 654.)

The "Int" numbers for this job are:_____.

Discuss how your interests are similar and different from those required for this job.

_____

_____

_____

_____.

(The "Temp" section is also found on page 654)

The "Temp" numbers for this job are:_____.

Discuss how you are similar and different from these temperaments:

_____

_____

(The "Phys. Dem" section is found on pages 654 - 655.)

The "Phys. Dem" numbers for this job are:_____.

This means that this occupation has the following physical demands:

_____

_____

_____.

Can you meet these physical requirements? _____

SUMMARY

What have you learned about this job?

_____

_____

_____.

Is this a job you would do well in?

_____

Are you still interested in job? Why or why not.

_____

_____.

_____.

Do you plan to learn more about any of the "related occupations" you listed on page 33 of this workbook?

_____

SUMMARY

From this workbook I have learned the following:

I plan to do the following with what I have learned: